



Special Educational Needs (SEND) and EAL Policy (whole school policy including EYFS)

Introduction

At Downe House Riyadh each child is a valued individual, regardless of ability or linguistic background, and has the right to access a broad, balanced, and ambitious curriculum. The school operates a whole-school policy on special educational needs, disabilities, and English as an additional language which aims to meet each child's individual needs and support them to reach the highest standards of which they are capable. This policy follows the guidelines of the 2014 UK SEND Code of Practice (0 to 25 Years), the Equality Act 2010, and leading international frameworks for language acquisition.

Definitions

SEND refers to a Special Educational Need or Disability. Children have SEND if they have a learning difficulty and/or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age. (2014 UK SEN Code of Practice, 0 to 25 Years)

EAL Refers to pupils who speak English as an Additional Language, whose home language or primary language of communication is not English. EAL is not considered a learning difficulty or a special

educational need. Where a pupil with EAL also has an identified learning difficulty, they are recognised as having dual needs and receive coordinated support.

Some children may require additional short-term support without an identified special educational need or disability. These pupils are supported through universal adaptive teaching and targeted intervention to remove barriers to their progress. A formal medical or psychological diagnosis is not necessary to access learning support at Downe House Riyadh.

Aims

- To apply a whole-school graduated approach to meeting each child's individual learning and linguistic needs following UK best practice guidelines.
- To identify, at the earliest opportunity, any child who may have a special educational need or disability, language acquisition barrier, or other obstacle to learning.
- To provide graduated levels of intervention matched appropriately to the child's profile of need.
- To ensure all teaching staff understand each child's learning and language profile so that their needs are met effectively in all curriculum settings through adaptive teaching and scaffolding.
- To ensure no child is discriminated against across any area of school life on the basis of disability, learning need, or language proficiency.
- To provide strong pastoral support so that every pupil develops self-esteem, confidence, and independence.
- To maintain transparent, detailed records of interventions, linguistic progression, and academic outcomes.
- To conduct regular, systematic reviews of pupil progress in partnership with pupils and their parents or carers.

Responsibilities

The SENCO is responsible for the day-to-day implementation of the policy for SEND and EAL at Downe House Riyadh, working closely with academic staff, phase leaders, pastoral teams, parents, and external agencies. The SENCO provides professional guidance to colleagues to secure high-quality inclusive teaching and works in close association with the Phase Leaders and the Principal.

The Learning Support and EAL Department

The department is staffed by the SENCO and full-time specialist Learning Support and EAL teachers. The team provides individual, small-group, and

in-class support. Team members are qualified and experienced in supporting learners with SEND and language acquisition needs.

Responsibilities of the department include:

- Assisting classroom teachers to identify needs and adapt curriculum delivery through scaffolding, dual coding, visual supports, and targeted questioning.
- Planning, implementing, and evaluating structured interventions for groups and individuals.
- Formulating and reviewing Individual Learning Plans (ILPs) and EAL profiles in collaboration with subject teachers, pupils, and parents.
- Maintaining up-to-date SEND and EAL registers accessible to teaching staff via the secure school drive.
- Ensuring appropriate exam and entrance assessment adjustments are established and adhered to, in accordance with the school's Access Arrangements Policy.
- Delivering whole-school professional development (INSET) on inclusive pedagogy, neurodiversity, and English language development.

Admission Arrangements with regard to SEND and EAL pupils

Pupils are admitted to the school at the discretion of the Principal (see also the Admissions Policy). The Principal will admit pupils with mild to moderate learning needs and developing English language skills if the support offered by the school is appropriate and in the best interests of the child.

Children joining the school complete an induction assessment comprising reading, spelling, numeracy, and baseline language proficiency. If assessments suggest a child has unrecorded SEND or significant language development needs, the Principal may recommend further internal assessment by the SENCO or external specialist evaluation so that suitable provision can be planned prior to entry.

Identification

Pupils' learning needs fall within four broad areas outlined in the UK SEND Code of Practice:

1. Communication and interaction (including speech, language, and social communication differences)
2. Cognition and learning (including dyslexia, dyscalculia, and moderate learning differences)
3. Social, emotional and mental health (SEMH)
4. Sensory and/or physical development.

EAL proficiency is tracked alongside these areas using structured language bands (from early acquisition to fluent competence). When identifying

learning needs in bilingual pupils, the SENCO and specialist teachers carefully distinguish between natural stages of additional language acquisition and underlying specific learning difficulties.

Needs are identified through:

- Admissions screening, school reports, and transfer documentation.
- Standardised baseline assessments (e.g. CAT4, reading comprehension, and spelling screeners).
- Class teacher observations and concerns.
- Pupil or parental concerns.
- Internal diagnostic evaluations conducted by the SENCO.

Where more formal specialist diagnostics are recommended (such as Speech and Language Therapy, Occupational Therapy, or Educational Psychology assessments), the school assists in coordinating with accredited external professionals, with associated costs met by parents. Additional specialist learning support tuition is provided in line with the school's Fee Policy.

Provision in the EYFS and Primary Section

In the EYFS and Primary phases, provision combines high-quality adaptive teaching in the mainstream classroom with targeted withdrawal or in-class interventions.

Pupils with identified needs receive Individual Learning Plans (ILPs) or structured language development plans. Specialist support is delivered individually or in small booster groups targeting core literacy, numeracy, speech, and academic vocabulary. Where an individual child requires full-time 1:1 assistance, a shadow teacher may be deployed with parental agreement and funded by the parents in accordance with the Shadow Teacher Policy

Provision in the Secondary Section

In the Secondary phase, pupils with SEND and EAL access the full British curriculum through differentiated instruction and adaptive teaching. Students requiring structured intervention typically receive between one and four lessons each week. Intervention lessons are timetabled carefully to minimise disruption to the core academic curriculum and protect foundation subjects and student interests wherever possible. Members of the Learning Support and EAL team work in classrooms alongside subject specialists to facilitate vocabulary access, task scaffolding, and independent study strategies.

Assessment, Monitoring and Review

The school follows the UK SEND Code of Practice 2014 0 to 25 years' graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

Assess: The SENCO, along with the form tutor, subject teachers and, in the Primary and Secondary department, the Head of School should clearly analyse a pupil's needs before identifying a child as needing SEND support.

Plan: Parents must be notified wherever it is decided that a pupil is to be provided with SEND support.

Do: The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.

Review: The effectiveness of the support should be reviewed in line with the agreed date.

Individual Learning Plans

An Individual Learning Plan is drawn up within 3 weeks of identification of need for the pupils who are identified as needing one. It is reviewed every term.

It is used to inform staff and parents and plan intervention. It includes a summary of areas of concern, short-term targets, achievement criteria and strategies that can be applied in school and home to help learning. It details extra support in place and the staff involved. Parents' input is welcome and taken into consideration where possible.

ILP's may be adjusted at any time by the SENCO/Learning Support teacher and amended after meetings with staff and/or parents. Parents receive a copy of the ILP.

Relevant teachers are made aware of the pupils with additional and have access to their ILPs (Saved on the secure staff drive). ILPs are confidential.

Regular staff meetings and pupil progress meetings are held at which children with SEND can be discussed and progress monitored. Meetings are held frequently in response to individual need.

Liaison with staff is on-going at break times. The SENCO and Learning Support team consider it to be an essential part of their role to talk to staff, to listen to concerns about pupils and try to offer help and advice. The SENCO attends the pupil progress meetings.

The Learning Support team will visit classrooms and provide additional support for pupils in lessons when possible.

Management of SEND and EAL

Downe House Riyadh maintains direct links with the Learning Support team at Downe House UK to share best practice and moderation.

The SENCO actively liaises with local international SENCO networks and professional bodies for ongoing development and regional coordination.

External Agencies

The school maintains a list of Educational Psychologists to whom the parents may take their children for assessment.

Local Educational Psychologists may also assess pupils in school and will offer the parents and the department a good deal of help and advice.

Parents/carers

The SENCO always liaises with parents. No action is taken without prior consultation with the parents.

There are parents' evenings for each year twice yearly when the SENCO is available. Most meetings are held individually, at the convenience of parents.

The parents of all pupils with ILP's and those receiving tuition from the Learning Support department are invited to regular meetings with the SENCO and relevant member of the Learning Support team to review their needs, progress, and targets.

Parents are welcome at any time to arrange a meeting with the SENCO to discuss their child. Parents are kept informed and are involved where possible in their child's programme.

Training

As part of their Continued Professional Development, all members of the Learning Support Department are encouraged to attend at least one SEND course every year.

The Department runs INSET for staff on SEND and adaptive teaching techniques to ensure a whole school approach to SEND teaching. The SENCO sends frequent tips and strategies to teaching staff.

Accessibility

Downe House Riyadh provides elevator access across multi-level learning areas and adheres to the principles of the Equality Act 2010 by making reasonable adjustments for pupils with mobility, sensory, or temporary physical needs.

Additional Charges

The costs of additional learning support as identified in this policy are borne by the parents. Please refer to the school's Fee Policy.

Related Policies

Access Arrangement Policy
Shadow teacher Policy

Policy History

Date of adoption of this policy	September 2026
Date of last review of this policy	August 2026
Date for next review of this policy	August 2027
Policy owner (SMT)	Head
Policy owner (Chair of the Board)	Board